**Shamokin Area 10th Grade English Curriculum – Poetry**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Focus | Common  Core  Standards | Objectives | Resources | Assessments  Formative/Performance | Academic  Vocabulary |
| Textual Evidence  Sound Devices  Analysis of Literary Elements  Fiction/Poetry Comprehension  Vocabulary Acquisition from Text  Organization and Essay Structure  Narrative Writing  Use of Technology  Accelerated Reader | CC.1.3.9.A  CC.1.3.9.B  CC.1.3.9.C  CC.1.3.9.D  CC.1.3.9.E  CC.1.3.9.F  CC.1.3.9.G  CC.1.3.9.H  CC.1.3.9.I  CC.1.3.9.J  CC.1.3.9.K  CC.1.4.9.B  CC.1.4.9.C  CC.1.4.9.D  CC.1.4.9.E  CC.1.4.9.F  CC.1.4.9.G  CC.1.4.9.H  CC.1.4.9.J  CC.1.4.9.K  CC.1.4.9.L  CC.1.4.9.M  CC.1.4.9.N  CC.1.4.9 O  CC.1.4.9.P  CC.1.4.9.Q  CC.1.4.9.R  CC.1.4.9.SCC.1.5.9.A  CC.1.5.9.B  CC.1.5.9.C  CC.1.5.9.D  CC.1.5.9.G | * + - * Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. * Determine theme or central idea of a text and analyze its development over the course of the text. * Analyze how complex characters are developed over the course of the text. * Determine the meaning of words and phrases as they are used in a text. * Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. * Analyze the representation of a subject or a key scene in two different artistic mediums. * Analyze how an author draws on and transforms source material. * Analyze documents of historical and literary significance. * Write arguments to support claims in an analysis of substantive topics or texts. * Write informative or explanatory texts to convey complex ideas, concepts, and information. * Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. * Produce clear and coherent writing. * Develop and strengthen writing as needed. * Use technology to produce, publish, and update individual writing products. * Draw evidence from literary texts to support analysis. * Write routinely over extended and shorter time frames. * Participate effectively in a range of collaborative discussions. * Evaluate a speaker’s POV, reasoning, and use of evidence and rhetoric. * Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. * Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. * Apply knowledge of language to understand functions in different contexts. * Determine or clarify the meaning of unknown and multiple-meaning words and phrases. * Demonstrate understanding of figurative language, word relationships, and nuances. * Acquire and use accurately general academic and domain-specific words and phrases. | Textbook – Prentice Hall Literature Grade 10   * “The Bridegroom” by Alexander Pushkin pg. 594 * “The Guitar” and “Dreams” by Federico Garcia Lorco pgs. 601 * “The Fish” by Elizabeth Bishop pg. 602 * “Danny Deever” by Rudyard Kipling pg. 604 * “Fear” by Gabriela Mistral pg. 648 * “The Bean Eaters” by Gwendolyn Brooks pg. 649 * “La Belle Dame Sans Merci” by John Keats pg. 650 * “Conscientious Objector ” by Edna St. Vincent Millay pg. 673 * “Pride” by Dahlia Rovikovitch pg. 674 * “Tell all the truth, but tell it slant--” by Emily Dickinson pg. 675 * “The Weary Blues” by Langston Hughes pg. 682 * “In Flanders Fields” by John McCrae pg. 684 * “Jazz Fantasia” by Carl Sandburg pgs. 685 * “The Kraken” by Alfred, Lord Tennyson pg. 689 * “Meeting at Night” by Robert Browning pg. 690 * “Reapers” by Jean Toomer pg. 691 * “Sonnet 1” and Sonnet 18” by William Shakespeare found in Mrs. Shadle’s poetry packet   Organizer  Teacher Created Information   * Introductory Terms * Notes * Analysis   Microsoft Word  Renaissance Place   * Student Selected Novels | * Class Discussion * Handouts/Classwork * Vocabulary * Notes * Analysis * Questions * Essays/Rubric * Quizzes * Tests * Bell Ringers * TDAs * Renaissance Place | * Introductory Terms * Lyric Poetry * Sonnet * Narrative Poetry * Dramatic Poetry * Musical Devices * Figurative Language * Literary Analysis Terms * Rhyme Scheme * Simile * Imagery * Speaker * Metaphor * Personification * Paraphrase * Connotation * Images * Rhythm * Alliteration * Assonance * Consonance * Rhyme * Onomatopoeia * Shakespearean Sonnet * Petrarchan Sonnet * Iambic Pentameter * Text Vocabulary * Foreboding * Monotonously * Venerable * Haggard * Sojourn * Millennial * Slumbering * Pallor * Ebony |